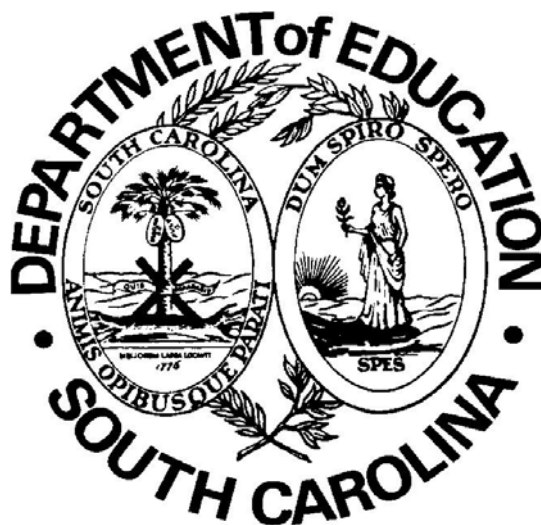


South Carolina Department of Education

South Carolina Reading Initiative—High School

Request for Proposals (RFP)

Directions for Grant Application Package



Deadline for Receipt of Applications: 5:00 P.M., Monday, March 14, 2005

Inez Moore Tenenbaum
State Superintendent of Education

Contact Information

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PART I. General Information

A. Introduction

Funded by the Institute of Reading, the South Carolina Reading Initiative (SCRI) is a staff-development program that works to reshape the teaching of reading in our state and thereby raise the level of instruction for all students. During 2005, SCRI, currently implemented in K–5 and the middle grades, will expand to the high school to meet the needs of high school students who are having difficulties with reading and are reading below grade level. This initiative, coordinated by the State Department of Education (SDE), will fund school-based literacy coaches at the high school level.

Having recognized the limitations of frequent, one-shot, in-service sessions and of “quick fixes,” literacy educators have turned their attention to long-term staff development efforts. Their goal is to help teachers develop the knowledge base needed to make informed and effective curricular and instructional decisions about reading. This knowledge base, in turn, will have a positive effect on literacy practices and on students as readers and writers. These long-term, site-based, staff-development efforts, involving teachers and administrators, emphasize teachers as learners and involve reflection upon and engagement with reading research and instructional practice. As a part of such instruction, teachers explicitly provide instruction in the comprehension skills and strategies that enable high school students to understand reading materials across content areas.

The South Carolina Reading Initiative—High School (SCRI—HS) has three major purposes:

- Review the best practices in the teaching of reading in the high school
- Provide high school teachers with professional development and support for implementing best practices in the teaching of reading at the high school level
- Award competitive grants to school districts for implementing a comprehensive approach based on best practices to reading instruction on the high school level.

B. Program Information

SCRI—HS is an intensive staff development effort implemented through study groups of teachers and administrators in participating high schools across the state. Led by a literacy coach, teacher and administrator teams meet to conduct systematic inquiry into reading research and practice and to discuss related issues and questions that arise from classroom instruction. The Initiative has seven major goals:

- Enhance teacher and administrator knowledge about reading research, theory, and practice in the high school
- Encourage reflective practice through consistent examination of theory as it relates to practice
- Explore with teachers and administrators the knowledge and the tools to assess students, create appropriate contexts for them, and instruct them in ways that nurture them as fluent, flexible, and engaged readers
- Engage teachers/administrators in individual and collaborative inquiry into reading so

- that they may consider reading as a complex and strategic problem-solving process
- Assist in the development of strategies that can be used for continuous inquiry and the improvement of teaching practices
 - Create a network of teachers, principals, and consultants who have a shared knowledge base about the teaching and learning of reading
 - To develop structures within individual schools so that educators can engage in an independent and ongoing process of change.

In Year 1, school-based literacy coaches will remain in their classrooms as they explore researched-based instructional strategies that support literacy growth. Also in year one, they will meet monthly for two days of intensive study about best practice in literacy with USC faculty, regional coaches, and a SDE liaison. The coaches will also meet one other day in the month with their regional coach as an extension of the monthly study. Beginning in January, literacy coaches will lead literacy dialogues with their colleagues during departmental meeting time and/or after school to share new understandings of reading theory and practice.

In Year 2, full-time, school-based literacy coaches will work with other teachers in their classrooms and lead after school study groups twice each month. As they did in Year 1, they will spend two days per month in SDE-led study and one day attending regional meetings. Coaches will create their own schedules, but typically they will reserve the equivalent of one day a week for planning, study, and reflection on their work with the SCRI classroom teachers.

Ideally, a coach should be based in one school only. If a district selects to have a coach serve more than one school, the coach should not serve more than a combined total of 25 teachers.

To support the school-based literacy coaches, SCRI provides regional literacy coaches who visit the school-based literacy coaches and hold reflective and knowledge-based, daylong meetings each month with them. During this regional meeting time, the regional literacy coach leads the school-based literacy coaches in debriefing, reflection, problem solving, and additional staff development. Regional meetings typically are the first Friday of every month.

To build a common knowledge base among all school-based literacy coaches and the regional literacy coaches, university faculty, working collaboratively with the SDE and the National Council of Teachers of English, will conduct graduate courses in reading required for all coaches. This group will fulfill partial requirements of the graduate coursework by meeting monthly throughout the year for continued professional growth. Six to nine hours of graduate credit per year will be awarded to literacy coaches from the University of South Carolina.

Language and literacy faculty at the University of South Carolina will develop and coordinate the literacy training required for all coaches. Regional literacy coaches will co-teach the courses with faculty. National consultants will also provide further research-based instruction to the school-based literacy coaches.

C. Definitions of Terms Used

Literacy Coach—A coach works directly with teachers and administrators participating in SCRI—HS at each school site to assist them in understanding and using assessment to inform

instructional decisions and improve reading instruction, including modeling lessons and devising strategies for the student who has difficulty reading at grade level. The candidate for a literacy coach must have a master's degree and be certified in Secondary English.

Study Group—A group of classroom teachers who meet as a group twice a month to study current research for improving literacy at the high school level. Each study group will be led by the school-based literacy coach.

Regional Coach—A regional literacy coach supports a cadre of school-based literacy coaches through 1) classroom visits; 2) meetings with principals and district contacts; 3) the monthly regional meeting with the school-based coaches in her region; 4) and at monthly study. The number of school-based literacy coaches assisted by a regional coach varies, depending on the number of coaches being trained and the number of available regional coaches. Regional coaches are selected based on previous experience, commitment to the beliefs of SCRI, and a proven commitment to continued professional development outside the initiative.

Regional Meetings—The monthly meetings of a region's school-based literacy coaches with their regional literacy coach to extend the learning from the monthly study and receive individual guidance, tutoring, and demonstrations.

Monthly Study—The monthly intensive two-day study of the instruction of literacy required of the school-based literacy coach and conducted by university professors assisted by the regional coaches.

D. Eligible Applicants

Any public school district in South Carolina is eligible to apply for funding in accordance with the terms described in this announcement. A school district may submit only one grant application for providing a literacy coach to serve no more than two school sites with grades 9–12. A district may apply on behalf of any school that contains grades 9, 10, 11, or 12, even if the school contains other grade levels within the school structure; however, grades 9–12 are to be targeted under this program application packet. Districts that wish to serve additional grade levels must provide justification for doing so.

E. Estimated Available Funds

We anticipate \$1.6 million in funding for this initiative.

F. Number and Size of Awards

This grant will award \$50,000 grants to approximately 25 school districts.

G. Grant Funding Period

The grant-funding period for Year 1 will be July 1, 2005, to June 30, 2006. Years 2–4 will operate in the same time frame, based on the availability of funds from year to year.

H. Requirements

- One grant will be awarded per district, serving no more than two high schools.
- Upon notification of grant awards, districts will be expected to select a candidate for the position of a school-based literacy coach. The grant award will be made available to the district once the candidate is approved by the SDE.
- Failure of a school-based literacy coach to complete training successfully may result in the SDE terminating the grant award to that district.
- There is no provision for carry-over of grant funds from one fiscal year to the next.
- Participation in SCRI—HS is voluntary and cannot be mandated. All teachers who choose to participate at their school must commit personally and professionally to the initiative.

I. Authorized Activities

- Salaries and benefits for coaches
- Fees for graduate course credit for participants in SCRI study groups
- Purchased services
- Supplies and materials
- Travel.

J. Unauthorized Activities

- Salaries for clerical aides
- Classroom furniture
- Non-instructional equipment
- Building renovations and construction.

K. Technical Assistance Sessions for Applicants

There will be a mandatory technical assistance session for grant applicants on Tuesday, January 25, 2005, from 9:30 A.M. to 3:30 P.M. at the South Carolina Archives and History Center, 8301 Parklane Road, Columbia, South Carolina. No more than two representatives from each district may attend this informational session. Districts are to register using the registration form located on page 20. The registration deadline is January 19, 2005. Directions to the Center may be found at <http://www.state.sc.us/scdah/location.htm>.

L. Required Reporting

All expenditures under this grant must be audited by a certified public accountant as part of the district's annual financial audit.

M. Review and Selection Process

The Office of Curriculum and Standards at the SDE will contract with proposal readers who are knowledgeable of high school programs, literacy, and SCRI. Three readers will read and score each application using the enclosed scoring rubric. The three scores will be tallied, and

each application will be assigned a composite score. The applications will then be ranked from highest to lowest score. The highest score an application can receive will be 300 points. The applications with the highest composite scores will be funded.

If it is discovered during the computing of the scores that any one reviewer's scores are at a variance with the other scores—either higher or lower—by more than 20 points on a 100-point schedule or 20 percent on a schedule other than 100 points, the varying score will be disqualified and an additional reader will be assigned to review the grant. That additional reader's score is final, regardless of the points assigned. The score of the fourth reader will replace the variant score and be used to determine the application's composite score.

No later than April 4, 2005, the SDE will announce the grant recipients in writing. At the same time, all applicants will receive a compilation of the reviewers' comments.

N. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that fails to be funded by the SDE has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether or not the application process was followed. There will be no further appeal of the deputy superintendent's decision.

O. Timeline of Subgranting Process

Date	Activity/Action
January 25, 2005	Technical assistance session on SCRI—HS
March 14, 2005	Deadline for receipt of applications
April 4, 2005	Notification of awards
July 1, 2005	Beginning of grant cycle, Year 1

P. Selection Criteria

Proposal Section Title	Maximum Points Available
Organizational Capacity	15
Statement of Need	25
Project Description (goals, objectives, strategies, activities)	20
Management and Sustainability	20
Evaluation and Dissemination	10
Budget (form and narrative)	10
TOTAL	100

Q. Deadline and Submission Procedures

1. Incomplete application packets will not be reviewed or considered for funding.
2. Applications that do not adhere to these guidelines and directions will not be reviewed.
3. Applications will not be returned. Please keep a copy for your records.
4. An original and three copies of the application must be submitted.
5. The original must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal). Stamped signatures will not be accepted.
6. Applications that are faxed or e-mailed will not be accepted.
7. Do not enclose the application in a notebook, binder, or folder.
8. Staple the application together in the upper left hand corner of the original and each of the three copies of the application packet.
9. Applications must be received in Room 901-B of the SDE no later than 5:00 P.M., Monday, March 14, 2005. Postmarks have no bearing with respect to this deadline.
10. Applications must be addressed to:

Allison C. Norwood, Education Associate
Secondary English Language Arts
Office of Curriculum and Standards
South Carolina Department of Education
1429 Senate Street, Room 901-B
Columbia, South Carolina 29201.

PART II. Application Overview, Content and Instructions

Carefully adhere to font, format, page limit, and organizational requirements. Narratives that disregard these requirements will not be reviewed or considered for funding. Please organize your application in the order listed below.

A. Application Overview

- ☐ Cover Page (see page 19 of this RFP)
- ☐ Abstract
- ☐ Table of Contents
- ☐ Proposal Narrative (90 points total)
 - Organizational Capacity (15 points)
 - Statement of Need (25 points)
 - Project Description (Goals, Objectives, Activities, and Strategies) (20 points)
 - Management and Sustainability (20 points)
 - Evaluation and Dissemination (10 points)
- ☐ Budget (10 points total)
 - Budget Form (see page 18)
 - Budget Narrative)
- ☐ Required Forms
 - Assurances (see page 15)
 - Terms and Conditions (see pages 16 and 17)
- ☐ Appendices (include all that are appropriate)
 - Letters of Support
 - Letters of Commitment

B. Abstract

In one page (double-spaced), identify the applicant and the school(s) to be served through these SCRI—HS grant funds. Indicate the number of students and the number of teachers to be served through the project. Briefly emphasize the need these schools face concerning the percentage of students who are experiencing difficulty reading and the number of teachers who are not prepared to assist in advancing literacy among these students. Summarize your plan for participating in SCRI—HS, including your goals, objectives, strategies, and management plans.

Explain the level of support among the school instructional staff and the community for participation in SCRI—HS.

C. Application Narrative Format

Length of Narrative:	Maximum of 10 double-spaced pages (excluding abstract and budget)
Required Font/Font Size:	Times New Roman or Arial/Size 12
Margins:	One inch on all sides
Page Numbers:	Bottom right
Spacing:	Double-space throughout narrative. Charts may be single-spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

D. Applicant Narrative Content

(90 total points)

The program narrative must identify the target audience, demonstrate the needs of this audience, and establish an effective delivery method for reaching this audience.

1. Organizational Capacity

(15 points)

Provide an overview of your district literacy plan, including both its theoretical and practical aspects. Be sure to explain the various literacy programs and instructional materials in use by your district.

Explain how SCRI—HS aligns with your district literacy plan. Include how literacy learning will be emphasized across the curriculum. Describe how the SCRI participating teachers have embraced and adapted to the fundamental beliefs of SCRI.

2. Statement of Need

(25 points)

This section should describe the magnitude and scope of the problems to be addressed by participation in the SCRI—HS and the extent to which this need is supported by compelling evidence, such as factual and statistical resources.

Provide specific data concerning the number or percentage of students who are not reading at grade level or who are experiencing difficulty in reading (HSAP, PACT, and BSAP data). Include trend data, if appropriate.

Provide information on the skills of the entire high school instructional staff (across the curriculum) in teaching reading and comprehending content material. How has the school

identified needs for professional development among the instructional staff? What is the plan to address these needs and how does SCRI—HS fit into the professional development plan?

3. Project Description (20 points)

In the project description, the applicant must demonstrate an understanding of the SCRI model and a commitment to implementing the model at the target sites. The project description must include goal(s), objectives, and strategies/activities for the first two years.

Goals are general statements specifying desired outcomes of the project.

Example 1: Students who are taught by teachers participating in SCRI—HS will improve their reading and comprehension levels.

Example 2: Teachers who participate in the professional development offered by SCRI—HS will be more competent and effective in helping their students read at grade level, overcome reading/comprehension difficulties, and improve their reading capacity.

Objectives are specific statements that clearly specify the result or outcome of the program and what will be used to demonstrate the result. You need to have at least one objective for each of the four years.

Remember that in Year One, the literacy coach participates in professional development and remains in the classroom. In Years Two, Three, and Four, the literacy coach will be out of the classroom working directly with SCRI participating teachers and their students.

Example 1: At the end of Year One, the students in the school-based literacy coach's classroom will improve their reading scores by 7% as demonstrated by one or more state assessments.

Example 2: After Year Three of SCRI—HS, the number of students scoring below basic on HSAP will be less than 10%.

In your **Strategies and Activities** section, describe how you will implement SCRI—HS's key strategies and activities in the high school. These key practices and strategies will be discussed during the technical assistance session.

Strategies are related to methods/design that the applicant will pursue to help the client achieve the goal. In this case, there are two levels of strategies: what you will do to enable the teachers to improve their knowledge and skills and what you will do to enable the students to improve their reading skills and abilities.

Activities are those things that the target population (client) will do that will advance their abilities. Describe how your teachers will access the strategies presented through study groups to enhance a school-wide focus on literacy and the implementation of a literacy program. Describe how your teachers will use the strategies with their students to increase student achievement in the reading and the writing processes.

4. Management and Sustainability (20 points)

Management Plan. The applicant must describe the plan to manage the project. Who will serve as the district contact? Provide the district contact's job description and credentials for serving in this position. Where do the initiative and the district contact fit into the organizational structure? Describe the responsibilities for each key staff member in implementing this project: district contact, principal, literacy coach, and SCRI participating teachers.

Sustainability. The applicant must present specific strategies that will be undertaken to sustain the project beyond the funding period of this grant. How will your school and district continue to follow the beliefs of SCRI after the initiative is no longer funded?

5. Evaluation and Dissemination (10 points)

Evaluation. The applicant must delineate the procedure and instruments to be used to evaluate the effectiveness of SCRI—HS in the district/school. The evaluation must address teacher change in beliefs and practices and student achievement throughout the grant period and indications of long-term effects. What instruments will be used to determine teacher satisfaction with SCRI—HS and teacher change in belief and practices. How will you measure these changes? What type of instrument will you use to evaluate student achievement? How will your district measure student growth?

In addition, SCRI requires that district/school participants (administrators, literacy coaches, and teachers) participate in data collection via a variety using a variety of web-based forms, including but not limited to the SCRI Participant Information Form and the SCRI Reading Profile. Literacy coaches will be able to use the profile data to track changes in teachers' beliefs and practices over time. They will receive instruction on how to access and interpret this information during their monthly study.

Describe your district's ability and commitment to participating in both district/school program evaluation and state data collection. How will your district use this data to provide evidence of SCRI—HS's effect on the initiative participants at your school(s)?

Dissemination. The applicant must describe strategies that will be implemented to share progress, challenges, and successes about SCRI—HS at your site(s) to contribute to the knowledge about literacy on the high school level.

E. Application Budget

(10 points)

Budget Form

The Budget Form (see page 18) must be completed to indicate the required expenses and any in-kind or match funding available for the first two years of the project. At the end of the second year, funded applicants will be asked to submit a new budget for the final two years of the project.

Budget Narrative

The Budget Narrative is a detailed spreadsheet or chart the applicant creates to provide much more information concerning the budget. The narrative must be structured in the same order of the budget form (i.e., start with personnel). Itemize all expenditures for the first two years of the grant, including in-kind or match funding, and include formulas used to calculate cost. This narrative must provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Expenditures should be reasonable and adequate to complete the project.

F. Appendices

Letters of Support

Letters of Support should be addressed to the applicant's superintendent and explain in detail why the signatory supports the project. Community leaders, business leaders who see the need for this initiative in the high school should be the writers of letters of support.

Letters of Commitment

Letters of Commitment should come from school and district personnel whose jobs will be affected SCRI—HS articulating their reasons and level of commitment to the project.

F. Application Checklist

- ☐ Cover Page
- ☐ Abstract
- ☐ Table of Contents
- ☐ Proposal Narrative
 - Organizational Capacity
 - Statement of Need
 - Project Description
 - Management and Sustainability
 - Evaluation and Dissemination
- ☐ Budget
 - Budget Form
 - Budget Narrative
- ☐ Required Forms
 - Assurances
 - Terms and Conditions
- ☐ Appendices (include all that are appropriate):
 - Letters of Support
 - Letters of Commitment

Reviewer's Scoring Rubric

Proposal Narrative Section	Max. Points
1. Organizational Capacity	_____/15
<p>The extent to which the applicant provides an adequate summary and evidence of the district literacy plan.</p> <p>The extent to which the applicant explains how SCRI—HS aligns with the district's current literacy plan.</p> <p>The extent to which the applicant provides evidence that the literacy learning will be emphasized across the curriculum.</p>	
2. Statement of Need	_____/25
<p>The extent to which the applicant establishes the magnitude and scope of the need in the community to be served and supports this need statement with compelling objective evidence. (10 points)</p> <p>The extent to which the applicant provides specific data (HSAP, BSAP, PACT scores) concerning the students who are not reading at grade level and are experiencing difficulty reading. (5 points)</p> <p>The extent to which the applicant provides information on the skills and need of professional development of the instructional staff in literacy instruction. (10 points)</p>	
3. Project Description	_____/20
<p>The extent to which the applicant provides achievable, measurable goals.</p> <p>The extent to which the applicant provides specific, measurable, achievable, and realistic objectives for each of the four years</p> <p>The extent to which the objectives are relevant to the identified needs.</p> <p>The extent to which the applicant describes the strategies to be implemented for both teacher and students.</p> <p>The extent to which the applicant describes the activities the students and teachers will engage in to further their knowledge and abilities.</p>	

4. Management and Sustainability?	____/20
<p>The extent to which the applicant describes the plan to manage the project.</p> <p>The extent to which the applicant identifies the district contact and this person's credentials.</p> <p>The extent to which the applicant delineates the responsibilities of the key staff members in implementing SCRI-HS: district contact, principal, literacy coach, and SCRI participating teachers. (10 points)</p> <p>The extent to which the applicant describes how the initiative will be sustained after the grant-funding period has ended. (10 points)</p>	
5. Evaluation and Dissemination	____/10
<p>The extent to which the applicant explains the district's plan to evaluate the project.</p> <p>The extent to which the applicant explains how the coach and the district will collect and use teacher data to evaluate and monitor the program.</p> <p>The extent to which the applicant explains how the coach and the district will collect and use student data to evaluate and monitor the program.</p>	
6. Budget	____/10
<p>The extent to which the resources are adequate for accomplishing the stated objectives and are appropriate for the proposed activities. The extent to which all costs, particularly those associated with personnel and equipment, are reasonable and appropriate given the nature and scope of the project. (10 points)</p> <p>The extent to which the budget form and narrative are clear, correct, consistent, and aligned.</p>	
TOTAL NUMBER OF POINTS	<u>____/100</u>

ASSURANCES

As the duly authorized representative of _____,
I certify that this applicant _____ (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2004)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2004)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date

TERMS AND CONDITIONS
(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

TERMS AND CONDITIONS
(Page 2 of 2)

J. Audits

- Entities expending \$500,000 or more in federal awards:

Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

K. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. Reduction in Budgets and Negotiations. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date


Signature of authorized financial official

Date

SCRI—High School
Budget Year 1 and Year 2

Applicant's Name: _____

Budget Categories	Project Year 1	Applicant's In-Kind or Match Contribution	Project Year 2	Applicant's In-Kind or Match Contribution	Total Project Cost for first two years
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Other					
8. Total Direct Costs (lines 1-7)					
9. Indirect Costs (Line 8 – Line 4 x district's indirect rate)					
10. Total Costs (Line 8 + Line 9)					

	<p align="center"> SCRI—HS APPLICATION COVER PAGE Allison C. Norwood, Education Associate Office of Curriculum and Standards South Carolina Department of Education 1429 Senate Street, Room 901-B Columbia, South Carolina 29201 anorwood@sde.state.sc.us 803-734-2469 </p>	<p align="center">SDE USE ONLY</p> Date Received _____ Receiver's Initials _____
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Type of Application (check one)	<input type="checkbox"/> Single District/Single School <input type="checkbox"/> Single District/Multiple Schools (2)
Name of District	
Name of Selected School s	

District Contact Information

Name	
Position	
Address	
City, State, Zip	
Telephone:	
Fax Number	
E-mail Address	

Application Category—Initial Application—Year One (Check all that apply)	
<input type="checkbox"/> We wish to apply for a \$50,000 award to support the implementation of the South Carolina Reading Initiative-High School in our district. Receipt of this award guarantees the district training and materials for one school-based literacy coach.	<input type="checkbox"/> If awarded a grant, we would like to request training for additional literacy coaches. We understand that we will be responsible for funding the salary, training, and material costs for these coaches. Please specify the number of training slots being requested. (Number Requested _____)

Authorized Signatures:

District Superintendent Date

District Contact Date

High School Principal Date

REGISTRATION FORM

**SCRI—HS Technical Assistance Meeting
January 25, 2005**

There will be a mandatory technical assistance session for grant applicants on Tuesday, January 25, 2005, from 9:30 A.M. to 3:30 P.M. at the South Carolina Archives and History Center, 8301 Parklane Road, Columbia, South Carolina. Directions to the Center may be found at <http://www.state.sc.us/scdah/location.htm>.

No more than two representatives from each district may attend this informational session.

The registration deadline is January 19, 2005.

Please complete this form and either mail or fax it to Judy Redman according to the information provided below.

Ms. Judy Redman
Post Office Box 10101
Rock Hill, South Carolina 29731

Fax: 803-329-1952
Email: jredman@comporium.net

Attendee 1:

Name_____

Position_____

District/School_____

Email Address_____

Attendee 2:

Name_____

Position_____

District/School_____

Email Address_____